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# Normal Herald

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Indiana Normal School  
of Pennsylvania



July, 1919



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## To the Students of the Indiana State Normal School

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# The Normal Herald

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## NORMAL HERALD COMMITTEE

Miss Leonard  
Editor

Miss McElhaney

Mr. M. C. Gordon  
Business Manager

*Entered as Second Class Matter at Indiana, Pa.*

## MODEL SCHOOL ENTERTAINMENT

One of the finest Commencement programs ever rendered by the Indiana Model School was given Thursday afternoon, June 12th, in the Normal Chapel. The stage was very attractively decorated with green foliage intermingled with roses, laurel and daisies. The audience was large and appreciative.

The program was opened by the First and Second grades, who sang in chorus five songs.

"The Sunbonnet Babies and Overall Boys" was a clever dramatization by groups of little boys and girls.

The second part of the program was an excellent playlet by the Ninth grade, assisted by pupils of the Sixth, Seventh and Eighth Grades—A Legend of Springtime, "Persephone." The prelude to the play, "Merry Maid of Spring" was sung most charmingly by Miss Iva Duncan. A very sweet and charming "Persephone" was portrayed by Miss Beatrice Fleming, one of the graduates. Her graceful manner and dancing made her a veritable spirit of springtime. Miss Martha Bartlebaugh skillfully impersonated Ceres, the guardian of the earth, while Floriel, Persephone's messenger, was very attractive and graceful in Miss Kathleen Orr. Noble Longwill deserves great credit for his extremely fine presentation of the character of King Pluto, his reserve and dignity being brought out by the merry wit and rollicking spirit of his imp, Pascalaphus, played in an excellent roguish style by James Mack, Jr. John Keith, Jr., was an artistic and graceful Mercury, playing his part with great intelligence and fine spirit. The cast is worthy of high praise for the excellent portrayal of each individual part. "Springtime is Here," a recitation, was splendidly rendered during the first act by Audrey Mead. Getrude Lingle and Josephine Shields were especially dainty and sweet in their dances.



Miss Sulis, Critic Teacher in the Training School, returns to us next fall after a leave of absence for study at Columbia University. Miss Sulis has written most enthusiastically about the work which she has done the past year. She has many plans for the new school year and Indiana will profit greatly by her renewed enthusiasm,—her new vision and splendid, new ideas.

### BIRD STUDY IN THE MODEL SCHOOL

Students and student activities have not been the only attraction on the Normal campus this term. About seventy-four species of birds have been observed and they are constantly attracting the attention of bird lovers. Of course the English sparrow stayed with us all winter and the robins came in February. Early in the season a flock of about 200 gold finches was seen near the campus and some of these pretty little singers may be seen and heard any day.

The wrens and sparrow family are old residents and much at home. Chipping sparrows, white-throated sparrows and fox sparrows are frequently seen, while the song sparrow is the joy of this whole region.

The red-headed woodpeckers stayed all winter and early began their noisy housekeeping plans. A large number of flickers are nesting on the campus. Just look for the chips from their houses, spy their round doorways and see if they won't look out and say, "Howdy!" The yellow-bellied sap-suckers are also here. The eat birds are delightfully tame and most enehanting in their pert mockery. They are nesting here, as are also two pairs of purple grackles, a pair of Baltimore orioles and a pair of little doves. The gracklers are entertaining, but scarcely welcome.

A great flock of chimney swifts sleep in the chimney of Leonard Hall. Many an "old grad" will recall with pleasure their swift, graceful flight at sunset before they settle down to sleep. Whip-poor-wills, night hawks and screech owls have been observed recently, while the country just outside of town has meadow larks, brown thrashers, king birds, chee winks, Maryland yellow throats, blue birds and red winged black birds. One enthusiast had the luck to see a cardinal.

The children of the Model School have, of course, taken advantage of this splendid opportunity for bird study and already are quite expert in their knowledge. The Audubon charts show fifty-two species, and children have tried to see them all before the end of the season. Some of the pupils have reported over thirty. The children of the Fifth and Sixth grades have made bird books in the drawing class and listed the harmful and beneficial birds. All the children from the Fifth to the Ninth grades, in-



clusive, are enrolled in the Junior Audubon Society. The little button, badge of membership, is worn with great pride and the literature of the Society is ordered with eagerness and read with much interest.

Any of our Normal girls who are teaching and who would like to interest their pupils in the life of "Bird World" should communicate with Mr. T. Gilbert Pearson, Secretary of the National Association of Audubon Societies, 1974 Broadway, New York. The fee for membership in the Junior Classes is only ten cents per member, and covers not only the Audubon button, but numbers of very interesting leaflets and charts.

### **PROGRAM FOR COMMENCEMENT WEEK—JUNE TWENTY-FIRST TO TWENTY-FIFTH, NINETEEN HUNDRED NINETEEN**

Saturday evening, June twenty-first, at eight o'clock, Commencement Concert, Normal School Chapel.

Sunday morning, June twenty-second, at eleven o'clock, Baccalaureate Services, First Presbyterian Church.

Sunday evening, June twenty-second, at six o'clock, Vesper Services, Normal School Campus.

Monday evening, June twenty-third, at eight o'clock, Class Play, East Campus.

Tuesday morning, June twenty-fourth, at ten o'clock, Annual Business Meeting of Alumni Association, Normal School Chapel.

Tuesday evening, June twenty-fourth, at eight o'clock, Alumni Banquet and Dance, Normal School Refectory and Recreation Hall.

Wednesday morning, June twenty-fifth, at nine thirty o'clock, Commencement Exercises, First Presbyterian Church.

Wednesday, June twenty-fifth, at twelve thirty o'clock, Commencement Dinner, Normal School Refectory.

### **COMMENCEMENT CONCERT—JUNE 21, 1919, 8:00 O'CLOCK.**

#### **Program**

PIANO: Concerto, D minor, First Movement MacDowell  
Ruth Elizabeth Auld, Portage (Pupil of Mr. Stout)

VOICE: "Farewell, Ye Limpid Springs" (From Jephtha)  
Handel

Margaret Maud Moore, Brookville (Pupil of Miss Farlin)

PIANO: Sonata, Opus 14, No. 1, First Movement, Beethoven  
Ruth Mildred Ryan, Hubbard, Ohio (Pupil of Miss King)

- PIANO: Poem  
     Ballade MacDowell  
     Essie Gibson, Indiana (Pupil of Miss Reinecke)
- VOICE: "Voi che sapete" (From Le Nozze di Figaro) Mozart  
     Iva Pauline Duncan, Indiana (Pupil of Miss Farlin)
- ENSEMBLE: Suite for two pianos Arensky  
     Romance—Valse—Polonaise
- Mary Eliza Carson, Saltsburg; Mary Mildred Sharbaugh, Carrolltown (Pupils of Mr. Colburn)
- VOICE: "Un bel di" (From Madame Butterfly) Puccini  
     Elizabeth Ferrier Hunter, Bellevue (Pupil of Mr. Lawrence)
- PIANO: Maiden's Wish Chopin-Liszt  
     Gavotte Gluck-Brahms  
     Warum? Schumann  
     Grillen Schumann  
     Florence Lucille Briggs, Brookville (Pupil of Mr. Stout)
- VOICE: Un doux lien Mitchell  
     Marguerite Old French  
     Marguerite Elizabeth Mulholland, Hazlehurst  
     (Pupil of Miss Farlin)
- PIANO: Concerto, A minor, First Movement Grieg  
     Charlotte Beatrice Neff, Osceola Mills (Pupil of Mr. Stout)

### BACCALAUREATE ADDRESS.

SUNDAY, JUNE 22, 1919.

Delivered by

DR. JOHN A. H. KEITH, INDIANA, PENNSYLVANIA.

### "FIGHTING FOR A NEW WORLD."

The imagery of the lesson that has been read to you is so simple and so clear that it can never be forgotten. We are given at first an image of the salvation of the world after the deluge in the assurance of an handful of corn on the mountain tops. Then we see David, in the midst of an almost torrid summer, besieging the Phillistines who were established in his own city of Bethlehem. Parched and almost dazed, he longed aloud for a drink from the well at the gates of the besieged city. Forthwith, the three men who were his chief officers broke through the opposing Phillistines and returned with the cup of water. David refused to drink it. Instead, he poured it upon the ground as an offering unto the Lord, saying: "My God forbid it me, that I should do this thing: shall I drink the blood of these men that have put their lives in jeopardy? for with the jeopardy of their lives they brought it." And finally, in the lesson, we have the fundamental longing of all mankind for a social state wherein dwelleth righteousness.

To us and to the world, far spent with the efforts of war, the armies of the Allies have brought victory. Laying aside all questions of origin and of guilt, what do we propose to do with the victory that has come

to us individually and collectively at so great a cost? Shall we quaff it to our own satisfaction, being simply and truly glad that the burden has been lifted? Shall we sincerely thank God for our victory and go back to our old ways again?

In reply to critics who held it impossible to improve the conditions of mankind, Gladstone in the English Parliament once said: "If I did not believe it possible for mankind to come to a better day, I would hail with joy the advent of some kindly comet that would annihilate us all." Mankind, at least some of it, has traveled far from the jungle,—it has reached a better day, and in the fact of past achievement is to be found the assurance of still better days ahead.

You are all familiar with those wonderful lines of Tennyson, descriptive of his indebtedness to the past,—those lines in which he says:

"I, the heir of all the ages,  
In the foremost files of time."

But how, my young friends, should one regard this inheritance? Has it been bought with a great price? "Shall I," in the language of David, "drink the blood of these men that have put their lives in jeopardy?" or shall I so use what they have brought to me as to make of it an offering unto the Lord?

It is evident that all that we now know of the domestication and propagation of animals has been wrought out through years of painstaking effort and that a constantly accumulating inheritance of knowledge and practical skill has been bequeathed to us. The same is true of food producing plants that flourish with culture. We marvel at the wizardry of a Burbank,—but the cumulative achievements of the long stretch of ages make all that Burbank has done seem infinitesimal and insignificant. From a few chance stalks of wheat in the uplands of the Himalayas man has developed the staff of life. The whole catalog of food stuffs is a story of man's direction of forces whose inner nature he does not know. In a field of corn touched by an early frost were found a few ears already fully matured. From these few ears, by a process of continued selection, has come our breeds of corn that will grow and mature in latitudes that were regarded fifty years ago as impossible for corn. The natural vegetation of the world would not support one-tenth of its present population. Our present production is the result of human effort, directing natural forces to certain ends. No matter with what motive these men have wrought in the past, it is beyond all doubt that our day and generation is indebted to them for the present extent and quality of food products.

And closely related to this realm of food is the realm of clothing. Who first wove reeds and grasses as a substitute for skins as clothing? Who first isolated the fibre of wool and on a wheel spun it into thread that could be woven into cloth? Who first found out those processes by which flax is made into linen? Who first tamed and developed the cotton plant? Nameless though these persons be, a million million men have been their debtors.

When one isolates any object in the bewildering number that constantly surrounds us and ministers to our well being and considers it in its genesis, he is made conscious of his indebtedness to the past. We turn a faucet to get water. But back of that faucet is a head of water or pressure. The water has been impounded at a higher altitude. It has been pumped from the ground into a tank. The well with its sweep, its windlass, its wheel and buckets, the hand pump, and finally the steam and electric pump are stages of the constant struggle to get a supply of



pure drinking water. The processes of purification with alum, chlorine, and by filtration are entrancing chapters in the story of man's utilization of his environment for the purpose of satisfying his wants.

Turn where you will and a similarly interesting chapter is at hand. Our ships that cross the ocean in defiance of wind and wave are but perfected forms of the first log that was hollowed out by some primitive man. Our electric light is the lineal descendant of the pine knot and the tallow dip. Our palatial railroad trains are but refinements of two man-drawn saplings and the ox cart. Our self-binders are but the perfection of the movements used in cutting grain with a sickle and binding it into bundles by hand.

This hasty sketch of what we call the physical aspect of life reveals how we of today stand both literally and figuratively upon the shoulders of all those who have preceded us,—reveals also, I trust, the basis of an obligation which we ought to feel towards the past, and raises, I hope, a question as to what use we should make of this inheritance.

But the real and significant part of man's life is not in the physical even though the physical be its foundation. Foundation without superstructure is incomplete and meaningless. A wise philosopher once said: "Man needs man to become man." The distinctively social or human element comes by human contacts, by associations, by education. And the process by which this takes place is **communication**,—is really sharing our mental life with each other. In a last analysis, common experience is the basis for like-mindedness.

Whether one believes in our descent from a specially created pair or in our descent from the higher animals, it is nevertheless true that it is a far cry from the Garden of Eden or the jungle to our present social status. Call it development or evolution or what you will; the fact remains that we are the heirs of a manifoldly rich and complex social inheritance into which we are born and which we did not create. This social fabric is not merely a matter of habit, of conventional behavior, of forms, ceremonials, and rituals; rather, the social fabric is the mental reality which these things express, and this fundamental mental reality has not been a constant through the ages. The family has developed from a loose association of those of opposite sex into what we know it to be today. The community of today is not merely the community of two hundreds years ago grown older. It is essentially different from what it was two centuries ago. So, too, the Nation of today is essentially different from that which our forefathers established in this country.

The present public school is not simply the development or unfolding of the New England Dame School. There has been an infolding, or grafting, at certain points. The whole notion of what education is, and therefore, of the function of the public school, has changed. The fundamental thing that has guided the public school is the practical idealism of our people. Therefore, in different States, or even in different parts of the same State, we find variations in the public school as an institution. But always one may say with truthfulness that the public school is just as good as those who exercise social control really want it to be. Now and then some chance or vitiated element dominates those who exercise social control; but, by and large, it is practical idealism regarding the relation of the individual to the whole social group that controls.

The war has forced us all to think of what the Nation stands for and what it really is and means for each of us. We see clearly now that

what one can really render in the way of National service depends upon his developed abilities and upon the ideals which he cherishes. We know now that individuals must have some worthy object to which to attach themselves and for which to exert themselves. The Nation is after all no abstract notion nor yet merely an aggregate of individuals, but rather the totality of individuals welded into a unity for the accomplishment of ends, and welded into this unity by the transforming power of those ideals that are inextricably part and parcel of the ends we seek. This may properly be called the organic conception of the individual and of the State. Neither could exist without the other and such exists to serve the other.

Now all this thinking that the war has forced us to do will have, as one of its results, a revival of interest in the public school as one of the fundamental agencies of Democracy. Colleges and Universities will receive large endowments in memory of brilliant youths who made the supreme sacrifice, and their curricula will make a more vital connection with the world of social reality. The Nation will recognize its obligation to public education as never before. States will revise their systems of public education, and people generally will give more thought and attention to the public school within the next five years than has been given to it in the past twenty years because the war has given us a new angle of vision and a new measure of values. America's part in the world war has demonstrated the living reality of our idealism.

And this awakened idealism will not spend itself wholly on the public school. Unless I am greatly mistaken, it will influence every form of social organization. Already our churches are raising sums that four years ago would have been impossible to raise, and they are making plans that would have been declared visionary and impractical a few years ago by the very people who are now putting these plans into action. Every form of industry also feels the tug of this new idealism. Coal mining was an insignificant industry here twenty years ago. Then it became a great money-making business. During the war it became a clearly recognized agency for home service and for the successful prosecution of the war. And now that the war is over, what is coal mining? Has it again become a mere money-making business, or does it still retain the social status which we saw so clearly during the war? Coal was loyal and patriotic during the war, and it ought to be loyal and patriotic in all the years that lie ahead. It is a social necessity, and the business side of its production should be guided by as clear idealism as is the work of the church, or the school, or the State. And so of every business. Not one could exist without the buying public. That buying public has necessities and it also has moral rights. Any business that neglects or slights the moral rights of the buying public, and bases its policy simply on the necessities of the public is a profiteering traitor to the idealism which saved civilization from the hellish Hun.

And the whole civilized world today faces the same fundamental problem. We call it the problem of reconstruction. If we simply sought to go back to pre-war conditions and relations, we would speak of re-summing business. We are indeed looking "for a new earth, wherein dwelleth righteousness."

This is not a new condition for nations to find themselves in. It almost seems that an ideal must be put to test in order that its worth may be determined. And there is no more galling test than war. In the war that has just closed, the ideals of Democracy have been refined with fire. The Mr. Britling, who, in Mr. Well's novel, "saw it through" was not the Mr. Britling who began the war, nor are any of us who have done

our best in this war the same persons we were when the war began. More clearly than ever before, we see the implications of what we have been saying, and more firmly than ever before we realize that we need the same courage and earnestness in times of peace that we have made real in war.

And the materials for the making of this new earth wherein dwell eth righteousness are at hand. Our inheritance is ample. We have here the wealthiest country that ever existed, and in a dozen short years our wealth will have doubled. We have a social inheritance in our domestic traditions and practices that is a nearer approximation of the Golden Rule than history has ever before recorded. And we have, as a nation, ideals that are almost unbelievable to people from other lands. I am not unmindful of our shortcomings, but I wish to emphasize the fact that they are easily removable,—that the long continuance of injustice or even of disregard means national guilt.

If you ask why our nation has become so great in the eyes of all the world, my answer is that it is because we have made our deeds square with a fundamental morality. The fundamental morality which we profess is one of right as opposed to might. It is one of justice as opposed to injustice. It is one of goodwill as opposed to greed. It is the will to righteousness as opposed to the will to power. And the American soldier in the Argonne, the jackie on the destroyer, the worker in the munition factory, the people who worked in the Red Cross at home or abroad,—all understood it and revealed their undying loyalty to this fundamental morality in everything they did. The handful of corn upon the top of the mountains did not fail. The salt of the earth hath not lost its savor.

And the real problem of reconstruction is the problem of mobilizing and making effective in social organization the moral power and the moral idealism which this war has revealed as resident in and animating human beings. Despite all the devastation and death which the war has brought, we must look up, not down; we must look forward, not backward. We must set ourselves to this great task even as we did to the tasks of war. And what are the great lines of endeavor that are marked out for us?

The individual must be physically sound, intelligent, trained to think, inspired by ideals that are matrixed in goodwill, and possessed of resolute and reasoned will power. This individual equipment is not simply for the exceptional person or for the vast majority of persons. It must be the basal equipment of every mature person who is a citizen of our country. And we shall have scant room for residents who are not in process of becoming citizens. The type of citizen here described can not be made from those individuals whose heredity has been vitiated by vice and crime. We must, with all charity and kindness, provide for the care of these unfortunates; but we must also, with intelligent insistence, remove the sources of this constant contamination. If our present facilities in jails, penitentiaries, insane asylums, and homes for feeble-minded prove inadequate, we shall have failed in our fundamental duty to the individual.

But the individual just described does not live by or for himself alone. Inevitably, the individual is organically related to others,—to the family, the community, the State, the Nation, and all humanity. The equipment of the individual must be of such a character that he may do his full part in the family, the community, the State, the Nation, and in the world,—including, of course, his full part in all subsidiary and supplementary institutions. And what is the fundamental aim and pur-



pose of all these institutions? Certainly it is not personal aggrandizement, certainly it is not simply the accumulation of wealth, and most certainly it is not the subjection of others to one's own will. On the contrary, the aims and purposes of all institutions and of individuals as well are righteousness, justice, goodwill. These moral qualities can not be successfully imposed on individuals from the outside unless they at the same time well up within individuals and express themselves outwardly. And, as a matter of simple historic truth, it may be stated that these moral qualities resident in individuals have created our institutions. Those whose lives are dominated by selfishness, by jealousy, by greed, by cynicism, or by malevolence have never created or sustained a single one of the great institutional agencies of humanity. The church, the school, the State,—all institutions are founded on good will for the purpose of making righteousness and justice concrete in the world.

It should be noted also that, in a human society organized as ours is organized, there is a something to be accomplished over and beyond what we ordinarily call results. That something is nothing less than the development of individuals to the point at which the goodwill, justice, and righteousness of institutions is consciously an expression of their own aims and purposes. The individual should thus develop to the point at which he actually participates in the organized life of society. And when one thus participates in the organized life of society, the institutions, together with their rules, regulations, and laws, are no longer felt as external. On the contrary, the organized life of society is one's other self,—written large and supported as one alone could not possibly support it.

And so, as we come to an inventory of the victory which is ours, we are in a position similar to that of David. We hear talk of increased trade, of prosperity, of wealth beyond the dreams of avarice. Before we decide to profit by these things, we should think of why we entered this great world conflict. We should think of why our men went into the trenches. And if we do, I am certain that we shall so use the victory that has come to us that the ends for which we fought shall have a larger realization in our individual and social life than ever before, thus making of our victory an offering acceptable unto the Lord.

And while we shall honor and revere the men who fought our battle, humanity's battle, God's battle on the fields of France, we shall not forget that this same battle has been fought on other fields. We shall not forget that had it not been for men with the same fine idealism that inspired our boys in France, disunion would have been accomplished in our Civil War, our independence would never have been won. Magna Charta would never have been signed, the pass at Thermopylae would never have been defended, and humanity, instead of being where it is on the highroad of progress today, would still be in the welter of barbarism. The spirit which has builded civilization, the high courage which has defended it, the devotion to unseen principles or righteousness which animated those whom we reverently call benefactors of the race,—these may be ours if only we choose them and build them into our lives. How can we do less than to devote ourselves to the perpetuation of what has been so nobly won? How can we do less than to carry forward to completion what has been so promisingly begun?

Members of the Class of 1919: You are not privileged to fight on Flanders Fields. But the issues there at stake are at stake everywhere. Lowell says that

Loyalty to Truth may be sealed  
As bravely in the closet as on the field.

The fundamental issues and the fundamental conflicts of life center about moral questions. The life for which you have been preparing is one in which there is conflict between goodwill and malevolence, between justice and injustice, between righteousness and wrong. Your inheritance is rich, your indebtedness great, and the needs of life greater still. As you leave this institution to take upon yourselves the responsibilities of self-directing citizenship and of service, we trust that you will be loyal to those undying principles of righteousness that alone make life worth while, and that you will ever loyally fight for that "new earth wherein dwelleth righteousness."

At the completion of the address the class sang America's Answer to "In Flanders Fields" as a response. The words are given below:

Rest ye in peace, ye Flanders dead.  
The fight that ye so bravely led  
We've taken up. And we will keep  
True faith with you who lie asleep  
With each a cross to mark his bed,  
And poppies blowing overhead,  
Where once his own life blood ran red.  
So let your rest be sweet and deep  
In Flanders Fields.  
Fear not that ye have died for naught  
The torch ye threw to us we caught.  
Ten million hands will hold it high  
And Freedom's light shall never die!  
We've learned the lesson that ye taught  
In Flanders Fields.

The students of the School of Drama of the Carnegie Institute of Technology gave Shakespeare's "Twelfth Night" on the terrace of the Normal campus grove, Monday evening, June 23rd. In this natural theater the scenic effect was unusual and very beautiful. The lighting and costuming were interesting. The noteworthy predominating characteristic was the vast amount of humor and fun, applicable to our times and customs. One could hardly realize the lines were written over four hundred years ago.

### COMMENCEMENT EXERCISES

The June rain storm failed to have any effect on the 44th Commencement exercises of the Normal, which were held in the beautiful First Presbyterian Church on Wednesday morning, June 25th, at 9:30 o'clock. The auditorium was comfortably filled for the momentous event and much interest was manifested as Miss Mary St. Clair King began playing the march and the Seniors in their caps and gowns walked with formal tread down the center aisle to their especially reserved seats. Leading the procession were Principal John A. H. Keith and Preceptress Jane E. Leonard, Thomas Sutton, President of the Board of Trustees, and the Rev. Dr. B. W. Hutchinson, of the Methodist Episcopal Church, who

gave the invocation. Handsome standards of roses formed the only decoration, but the large American flag and the Church's service flag formed an attractive feature. The various numbers on the program, which follows, elicited merited applause:

PROCESSIONAL—Marche Triomphale	Faulkes
PRAYER	Rev. B. W. Hutchinson, D. D. Pastor of Methodist Church
SALUTATORY—Pro Patria	Adrienne Marie Smith
ORIGINAL POEM—A Tribute	May Bel Adams
ORATION—A Peace Time Patriotism	Maud Mae Crebs
SOLO—Summertime	Iva Pauline Duncan
Parliamentary Law—From the Weaver of Dreams	
	Edna Blanche Christy
A CONTENTION—Financing the Family of One	
	Mary Elizabeth Christ
SOLO—The Perfect Hour	Hahn
Love Comes Dancing	Bauer
	Margaret Maud Moore
Main Street	Joyce Kilmer
The House With Nobody In It	
	Ethel Aiken Jones
ESSAY—Needed: A Fairy	Mary Elizabeth Jeffries
VALEDICTORY—The Great Adventure	Maude Louise Crawford
CHORUS—Alma Mater Song	Mrs. H. E. Cogswell
	Class and Audience
PRESENTATION OF DIPLOMAS	Prin. John A. H. Keith
BENEDICTION	
CLASS RECESSIONAL—Festive March	Blackmore

At the close of the exercises, the members of the class and the members of the reunion classes returned to the Normal School, where the Commencement Dinner, the last event of the Festal Week, was served at 12:30 o'clock. Many automobiles, the late street cars and trains took the graduates, their guests and the runners to their several homes and the members of the faculty were left to occupy the buildings, which seemed strangely deserted, after the many happy occasions of Commencement week.

The day preceding Commencement day was Alumni day, and the former graduates took the full measure of enjoyment out of the several events. At the business meeting in the morning, Linus J. Elkin, 1910, was elected President; Ernest F. Work, 1900, Vice President, and Mrs. William J. Jack, 1910, Secretary. This business meeting of the alumni was marked by two important events

—the promise on the part of the President of the school that the Alumni Register should be corrected and a plan adopted for keeping it, in future, corrected to date.

The second was the wise suggestion of Dr. Keith to start a loan fund for the benefit of students who have not, themselves, sufficient means to get through school. The money is to be loaned to such students, and later when the student begins to earn money for himself the loan is to be returned to the fund. This is a custom which has been followed in many schools, to the infinite advantage of struggling students. Miss Leonard led off with the gift of one hundred dollars toward the fund. Ira D. Johnston, Esq., '99, a visiting lawyer from Oklahoma, immediately followed with another hundred dollars. Mr. Johnston made a very strong speech at the banquet in the evening in behalf of this undertaking, and cards were passed around giving opportunity to alumni and friends of the school to aid the good movement. It is sincerely hoped that contributions in the future may be liberal, making this fund one of great and permanent usefulness.

Among the various banquets of the Commencement season was a charming one served by Mrs. Yuckenberg to the class of '99. The class contained on graduation day 101 members, and now boasts of 103 children by actual count.

The spirit of the class of '99 was finely manifested in the beautiful drinking fountain which on Monday evening of Commencement week it erected on the campus in front of Leonard Hall. No finer site could have been chosen, with the grove as a background, at the same time easily accessible to students from both Recitation Hall and Model School. On every hand we hear words of appreciation, showing that the class has made to the school a most useful, as well as a most beautiful gift. For many years the class has had in mind the erection of a testimonial to the devotion in which it holds the school, and had long planned the dedication for its Twentieth reunion. The fountain, constructed on beautiful lines, of Hummelstown brown stone, has four bubbles and a long cement ice box through which the water passes just before entering the fountain, thus insuring at all times wholesome and refreshing ice-cold water. At the dedicatory service D. Ira Johnston, a lawyer from Oklahoma and a leading member of the class, presided. Mr. Frank H. Lohr made the presentation speech and Dr. Keith, in a few very appropriate words, accepted the gift in behalf of the school. As long as water flows and the Normal grass grows green, thirsty men, women and children will return thanks and again thanks to jolly generous '99.

At a meeting of the class of '99, the following preamble and resolution were adopted:



"Whereas, the class of '99, assembled for its twentieth anniversary, recalls many pleasant memories of former days spent at Indiana Normal; and

"Whereas, it is with the deepest sense of affection and gratitude that we recall the friendship of our old principal, Dr. Waller, whose counsel and instruction have always been an inspiration and guide to us these many years; now, therefore, be it:

"Resolved, That as a further expression of our love and remembrance, a copy of this resolution be spread upon our minutes, a copy be sent to Dr. Waller, and that it be published in the Normal Herald."

The following partial list of alumni visitors shows that the Commencement of 1919 is in keeping with the old Normal spirit.

1882.

Sarah M. Rowe Christy, Hon. J. N. Langham.

1883.

M. Agnes St. Clair.

1887.

Flora Campbell, Clara Cameron Langham.

1891.

Minnie Russell.

1892.

Caroline M. Gessler.

1894.

Edwin E. Bach, Maude Woods, Matilda H. Mains Richards, Mary R. Harrison Edmundson, Margaret Guffey Cummings, Rose Gallagher Uneapher, Anna Prenter, Mabel Mitchell McCartney, Anna Grace Brennan, Kathryn Hastings Marshall, Agnes Huston, McGeary, Sadie Wilson Hoffman, Mary Gale Chisholm.

1896.

Ada R. Gallaher.

1898.

Elda Davis Longenecker.

1899.

Mrs. Henrietta Baker Russell, Wallace C. Chapman, Dr. Gertrude Coffin, Mrs. Harriet Cowan Hartman, Mrs. Jean Crawford Mateer, Mrs. Blanche Creese Watson, Mrs. Mabel Dickie Smith, Mrs. Edith Dodds Work, Harry W. Earhart, Miss Eva L. Fielding, Miss Belle A. Hanna, Mrs. Margaret Hazlett Meek, D. Ira Johnston, Mrs. Ruby Leavitt Shaffer, Frank C. Lohr, Mrs. Martha McCreight Clelland, Mrs. Grace McCune Caughy, Mrs. Mary McGown Patterson, Mrs. Edith Morgan Dornbush, Miss Margaret L. Newman, Dr. H. Ney Prothero, Miss Mary Robinson, Mrs. Mary Rose Kolb, Miss Margaret Russell, Mrs. Adele Semple Graves, Mrs. Grace Shultz Kuhn, Miss Martha Leta Smith, Mrs. Elizabeth Stein

Speicher, Mrs. Maude Steinrod Shaulis, Mrs. Nann Sweeney Woodward.

1902.

Carrie Porter Church.

1904.

Della Swan, Elizabeth Swartz House, Emma Brandt Robertson.

1905.

Mrs. C. W. Seanor, I. Elizabeth Cunningham.

1908.

Nora M. Swan, Harold P. Scott, Gladys Bash Evans, Wm. F. Smith.

1909.

Margaretta M. Martin, Mabel F. Hamill, Ella Murphy, Mabel A. Hazlett, May Getty, J. L. Smith, Catharyn Essex, Emma McKee, Mary Lockard, Helen A. Sutton, Irene A. Thompson, Grace M. Kelly, Bess Cover Campbell, Laura Rogers Scott, Mabel Benton Collins, Ada Woodhead Renshaw, Elizabeth Marshal, S. E. Lambert.

1910.

J. Leonard Smith, Mabel A. Hazlett, Kathryn McC. Hitchcock.

1911.

Newell Douglass, Caroline Guthrie, Esther Dickie Hunger and Dr. A. D. Hunger, Lena Gilchrist Snedden, Myra Frye, Rosemary Sweeney Rigg.

1912.

Kathryn Wineman, Blanche Seanor, Gertrude Crossman, Hazel Lydie, Mabel Zehner, Eula Miller.

1913.

Eleanor Pfordt, Maud Zehner, Lillian Hazlett, Virginia Seanor, Louise Langham Maloney, Eugenia Trader Russell.

1914.

Anna May Pope, Helen Sisley, Helen Strickler, Hazel Douglass, Edith Buchanan, Helen Miller, Alma M. Eberle, Curtis Harshue, Pearl L. Mann, Lucile Zeitler, Latrine Smith.

1915.

Helen G. Moore, Zella Mottarn, Magdalene Haag, Thelma M. Sharbaugh, James Daugherty, Mary Wilson.

1916.

Mary McCutcheon Miller, Augusta Turner, Etta Richards, Charlotte Swan, Hazel Bushyager, Velma Seanor, Joy Douglass, Charlotte Neff.

1917.

Florence McCullough, Floyd T. Scherick, Mundy Reba Pore, Virginia Hall, Andria L. Ryer, S. Verall Debor, Alice A. Finley, Ruth M. Cook, Bess Johnston, Robert M. Carson, James McKenzie.



## 1918.

Mary M. Bird, Anna Mary Lash, Helen M. Brown, Helen M. Wood, Florence M. Devine, Stanton L. Davis, Ralph A. Harrison, Manila C. Norberg, Mary K. Johnston, Maude M. Ackinson, Julia Price, Mary Pierce, Ruth Larson, Corinne Ulur, Tillie Hughes, Sarah Fenney, M. Ada Blair, Catherine M. Barnes, Rose M. A. Dennell, Emma Carnill, Elizabeth Carnill Ruth Overdorff, Elizabeth McCune, Phyllis M. Clawson, Charlott S. McCutcheon, Helen Rhea, Jessie Ann Luckhart, Marguerite B. Short, Nelle Dixon, Helen M. McWilliams, Margaret Haley, Miriam McKee, Helen Townley, Olive Dixon, Esther Levine, Vi Barr, Elenah Manley, Marie Scott, Lovell Reburn, Pauline Morrison, Hilda Morrison, Margaret Olive Bennett, Mary C. Kelly, Mary Stein, Marion M. Bambrick, Harriet M. Jackson, Josephine Miller, Louise Miller, Edna Kennel.

## MARRIAGES

Miss Maude L. Meek, a Normal graduate, daughter of Rev. Dr. A. J. Meek, pastor of the First Baptist Church of New Kensington, Pa., was married on June 21, 1919, to Mr. George H. Rea. The marriage was performed in the presence of the immediate family by the father of the bride, the ring ceremony being used. Miss Meek was a successful teacher for several years. Mr. Rea is in charge of the apiary work of the State of New York for the U. S. Government and Cornell University, with headquarters in the division of entomology in the college of agriculture in Ithaca, N. Y. Shortly after the marriage ceremony Mr. and Mrs. Rea left for Ithaca, where they will make their future home.

Many of our students will be interested to hear of the marriage of Elizabeth Taylor Munhall, of Sewickley, Pa., formerly a resident of Indiana. The marriage took place in the home of the bride's uncle and aunt, Mr. and Mrs. W. E. Fohl, of Beacon St., Sewickley. The groom was Mr. Edward McClelland Armsbg, of State College. Rev. E. N. Potter, of Beaver Falls, a great-uncle of the bride, and an officiant at the wedding of the bride's parents, read the service.

Ethel Hile Bender was married to Mr. Forest M. Cable on Sunday, March 16, 1919, in Johnstown, Pa. Her mother was Cornelia Hile, class of '92, and her father Mr. H. S. Bender, a graduate of the class of 1891.

We announce a marriage greatly adorned by Normalites. Anna M. Young, '11, was recently married to William W. Feisley, at the home of her parents, Mr. and Mrs. James M. Young, of Pittsburgh. The bride's attendants were Mrs. Dorothy Nix Morris,

'11, matron of honor; Sara B. Young, '13, sister of the bride, maid of honor, and Jane Creese and Elsie Beck, both of the class of '11, bridesmaids. The bride and groom, after a southern trip, opened their new home in East Liberty, where, after July 1, they will receive friends.

Announcement was some time ago made of the engagement of Miss Edna F. Blinn, of New Brighton, a member of the class of 1911 and Pi Kappa Sigma Sorority, to Mr. C. F. Langnecker. Mr. Langnecker is Teller of the Union National Bank of New Brighton.

Mr. and Mrs. Charles H. Brewer announce the marriage of their daughter, Florence, to Mr. Gerald B. Hair, on Saturday, the fourteenth day of June, 1919, at Altoona, Pa. Florence Brewer was a graduate of the Normal class of 1918.

An engagement of deep interest recently announced is that of Miss Leila Farlin to Mr. Harry Laughlin. Miss Farlin is our very accomplished and beloved teacher of music. She has been with us at Indiana for several years, and we are happy to say she is to continue with us for another year. When the new home is established we hope it will be in the town of Indiana, where Mr. Laughlin has for a number of years been connected with the banking interests.

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### DEATHS.

Mrs. Harriet Kemp, a prominent educator, and for twenty-five years principal of the Clayton Avenue school North Side, Pittsburgh, died Sunday, May 18, 1919. She resigned about six years ago and went to California, where, in South Pasadena, she died after a lingering illness. Mrs. Kemp was born in England and came to this country following her graduation from a teachers' training school there. After two years of study at Indiana she was graduated in 1881. At Indiana, as elsewhere, she was always devoted to the Episcopal church, and to good and gracious deeds. A woman of strong intellect, of refinement, and marked strength of character, Mrs. Kemp was greatly prized as a teacher, more, perhaps, on account of her moral influence over her pupils than for her professional skill, marked as that was. It was an unusual privilege to be with Mrs. Kemp as her pupil or in the social circle. One of her sisters graduated at Indiana and two of her nieces.

We regret to record the death of Miss Mary Bertha Ellis, '94, which took place last Thanksgiving day in Seattle, Washington. Her body was cremated in Seattle, but on April seventh last her ashes were brought to Indiana and placed among the graves of her fathers.

## NOTES

The faculty gave a reception to the members of the Senior Class Friday afternoon, June 20, in Recreation Hall. In the receiving line were Miss Marian Lamison, president of the class; Dr. John A. H. Keith, Miss Jane Leonard, Prof. Whitmyer, Miss Ackerman, Mrs. Keith and Mrs. Whitmyer. Buffet refreshments were served.

The Omega Chi dance in the recreation hall Friday evening, June 20, was attended by a large number of present and past members. More than thirty-five couples were present.

Marcus H. Fleitzer, '13, of No. 28 Roberts St., New Briton, Conn., announces arrival of a daughter, Marjory. Mrs. Fleitzer was a New Briton girl.

Mr. Fleitzer's bother, Joe, enlisted in the 209th Engineers and was under orders to sail abroad when the armistice was signed.

Margaret Weaver, '13, writes from No. 600 East 25th St., Cheyenne, Wyoming:

"I am teaching English (and, incidentally music). Our family service flag has flown six stars since the war was declared—one for Dad and the rest for my brothers. We have added five silver wound stars and one gold star. Although there has been sorrow there has been inexpressible glory too. If only they had lifted the ban from soldiers' sisters serving overseas two weeks earlier I should have been in France in canteen work."

Mrs. J. A. Coventry, nee Jessie G. Brimmer, '94, is in Washington doing government work.

Rev. Dr. W. H. Fulton, once a teacher at Indiana, is now a Presbyterian minister at Rockford, near Chicago, Illinois. Dr. Fulton was three months in Y. M. C. A. work overseas. His transport was torpedoed, but he was rescued and returned to France.

Word comes from France that Capt. Charles L. McLain, following the completion of the scholarship awarded him at the Sorbonne University in France, was invited by Brigadier General Richardson to accompany him on a mission to Russia. The request was in the nature of a staff assignment and will give the young Indiana officer a splendid opportunity to get first-hand information in the Bolshevik-torn country and to know the real condition of things in the Great Empire.

Miss Louellen Remmy, '13, who now has a musical studio and a large class of students, as well as an important choir position in Latrobe, was a week-end visitor at the Normal school and sang at Miss Farlin's Madrigal concert on May 24th.

John Blue, '87, has won distinction through being elected six successive terms, six months each, president of the Center Labor Union in Cleveland, O. On one occasion, in one hour, before an audience of seven thousand people, in an impassioned speech, he championed successfully the cause of the people when they were demanding of the city council a lower street car fare. Following that he was elected twice to the Indiana State Legislature. He is now agency director for the Massachusetts Bonding & Insurance Company, with offices in the city of Milwaukee. Two years ago Mr. Blue fell ill from overwork and has not yet recovered, but the good company whom he served faithfully for ten years has continued to pay him his salary of five thousand a year, although he has not been at his office during all that time. Mr. Blue is an Indiana county man, and retains a warm feeling for his old school and native county, where his early friends and large family of relatives reside.

To replenish their funds a successful social event was staged by the members of the Young Women's Christian Association on one of the Saturday evenings of the Spring term. The Ladies' Chorus gave a concert in the chapel, and immediately afterwards, in Recreation Hall, was held a Carnival, brilliant in color and novel in appointment, with a number of Midway attractions. The fortune teller's booth was perhaps the busiest place, although the charming Japanese tea-room, where tea and light refreshments were served, was a close second.

Our former teacher, Miss Ethel M. Orr, has been teaching in the Horace Mann school in Columbia University in New York City. She plans to return there next year, where she will have charge of the experimental class in fourth grade, and will try out some of the new methods of modern educators. She promises at a later date to tell us of her experiences. Miss Orr has gone to New York to enter Y. M. C. A. work at Camp Mills, Long Island. This, she thinks, will be an enjoyable change from the school work she has been doing. She greatly regrets not having been able to be with us for Commencement week.



J. Herbert Russell, '95, now "Doctor" Russell, University of Michigan, has written an enlightening and optimistic article on the future of Russia, published in the Detroit Sunday News. As Dr. Russell is in the department of Political Science in this University, we may expect future articles from his hand.

### ART EXHIBITION

The Elson Picture Exhibit was held in Leonard Hall not long since, and our drawing students were never more appreciative of its value. Again and again, students expressed themselves as gaining so much from the opportunity for picture study. Enough money was made to pay for the framing of John White Alexander's "Manuscript." This picture was placed in its space as a memorial to John White Alexander at the time of his death.

#### Impressions from the Exhibit.

The day for the picture exhibition came and as I approached the room in which it was held a vague sort of a curiosity seized me, but I never dreamed of the real pleasure I would derive from the scene. Almost as soon as I entered the room, in some mysterious way those wonderful pictures made me forget that only a few moments before I had thot myself an exceedingly hurried person, far too busy to smile or speak pleasantly. As I gazed at this picture a while, and that picture longer, an inexpressible feeling of happiness came over me, not the feeling, perhaps, that an artist would have experienced, as I did not understand them as he would, yet I was very happy. The pictures (genre) which told a story each appealed rather more to me than the others. As I left the exhibit, a great desire took hold of me to paint a picture, not on canvas, for that would be a failure, but to paint one by living right which would help others when they were tired and discouraged.

In the special Art Department of the Normal School, courses have been given in which students could work out advanced problems with individual attention. Having studied the principles of design and color, pupils applied this knowledge to "cut paper" posters, stage scenery for school plays, page decorations for the Instano, stenciled and wood block printed designs on oriental silks which were enriched with stitchery and used as textiles for serving trays.

The course in Home Planning and Decoration included the study of sites, different types of homes, plans, floor and wall coverings, good construction and design in furniture, pictures, how to obtain harmonious color in a room, selection and arrangement

of furniture, wall elevations in color of living rooms and dining rooms.

In the Costume Design class, problems in line and proportion were marked out in relation to dress; the study of the old and modern silhouette; the study of color, from theory to selection of color for dress, with regard to color of individual hair, eyes, complexion; study of good design in laces, embroideries and other trimmings; the designing of simple costumes suited to present day needs. The end and aim of this work is to give to the student practical knowledge which will actually be useful in everyday life.

Janet Nesbit, 1912 Art Course, is now in charge of a Baltimore hospital, with a training course for nurses. We recall that it used to be a difficult matter to keep Miss Nesbit in school. Several times directors came to seek her services in some rather difficult school. Miss Nesbit says that she makes use of her art training every day, in many different ways, often giving added pleasure to the patients by some little sketch or card.

We extend congratulations to Helen Stewart, 1912, who graduates in Normal Art Course at Pratt Institute, Brooklyn. She has maintained a high standing in a class restricted to a few selected members. We recall Miss Stewart's monogram of I. S. N. S. and her oak symbol now used on the Indiana Art diploma.

Elizabeth Stroble, 1913, who has been teaching for two years in the State Normal School at Mount Pleasant, Michigan, expects to spend some time with us this summer. Miss Stroble while in school, won for Indiana the honor of the Katherine E. Shattuck Memorial Scholarship. She has at present several lucrative positions under consideration.

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